

Domestic Data Entry Operator

(Job Role)

Qualification Pack: Ref. Id. SSC/Q2212
Sector: Information Technology and Information
Technology enabled Services (IT-ITeS)

Textbook for Class IX

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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OFFICES OF THE PUBLICATION

DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division	: M. Siraj Anwar
Chief Editor	: Shveta Uppal
Chief Business Manager	: Gautam Ganguly
Chief Production Officer	: Arun Chitkara
Editor	: Bijan Sutar
Production Officer	: Abdul Naim

Cover and Layout

DTP Cell, Publication Division

FOREWORD

The National Curriculum Framework–2005 (NCF–2005) recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages. It explains that work transforms knowledge into experience and generates important personal and social values such as self-reliance, creativity and cooperation. Through work one learns to find one's place in the society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting will make one appreciate the worth of social life and what is valued and appreciated in society. Work involves interaction with material or other people (mostly both), thus creating a deeper comprehension and increased practical knowledge of natural substances and social relationships.

Through work and education, school knowledge can be easily linked to learners' life outside the school. This also makes a departure from the legacy of bookish learning and bridges the gap between the school, home, community and the workplace. The NCF–2005 also emphasises on Vocational Education and Training (VET) for all those children who wish to acquire additional skills and/or seek livelihood through vocational education after either discontinuing or completing their school education. VET is expected to provide a 'preferred and dignified' choice rather than a terminal or 'last-resort' option.

As a follow-up of this, NCERT has attempted to infuse work across the subject areas and also contributed in the development of the National Skill Qualification Framework (NSQF) for the country, which was notified on 27 December 2013. It is a quality assurance framework that organises all qualifications according to levels of knowledge, skills and attitude. These levels, graded from one to ten, are defined in terms of learning outcomes, which

the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF sets common principles and guidelines for a nationally recognised qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities.

It is under this backdrop that Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent of NCERT has developed learning outcomes based modular curricula for the vocational subjects from Classes IX to XII. This has been developed under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of the Ministry of Human Resource Development.

This textbook has been developed as per the learning outcomes based curriculum, keeping in view the National Occupational Standards (NOS) for the job role and to promote experiential learning related to the vocation. This will enable the students to acquire necessary skills, knowledge and attitude.

I acknowledge the contribution of the development team, reviewers and all the institutions and organisations, which have supported in the development of this textbook.

NCERT would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

New Delhi
June 2018

HRUSHIKESH SENAPATY
Director
National Council of Educational
Research and Training

ABOUT THE TEXTBOOK

The IT-ITeS sector is growing at a fast pace and is a very important industry in India and abroad. In the growing business opportunities in various domains around the globe, there is a huge transfer of information from one place to another. Large amount of data are churned thus creating a need for proper management of the data that are collected. The companies also have to concentrate on their core activities and resort to outsourcing the data entry process. The rapid growth in the IT industry along with the entry of many small and large outsourcing companies in this area, has led to a huge demand for trained personnel for various job roles, such as Data Entry Operator.

Domestic Data Entry Operators in the IT-ITeS Industry are also known as a Data Entry Operators. These individuals are responsible for providing daily work reports and work on hourly basis. They are also responsible for electronic entry of data from the client site on to the office site or vice-versa. Individual tasks vary depending on the size and structure of the organisation. This job requires the individual to have thorough knowledge of various technology trends and processes as well as have updated knowledge about database management systems and IT initiatives. The individual should know fast and accurate typing or data encoding. This job involves working on a computer, and appropriate software to enter accurate data regarding different issues like retrieving data from a computer or to a computer.

The textbook for the job role of “Domestic Data Entry Operator” has been developed to impart knowledge and skills through hands-on learning experience, which forms a part of the experiential learning. Experiential learning focuses on the learning process for the individual. Therefore, the learning activities are student-centered rather than teacher-centered.

The textbook has been developed with the contribution of the expertise from the subject and industry experts and academicians

for making it a useful and inspiring teaching-learning resource material for the vocational students. Adequate care has been taken to align the content of the textbook with the National Occupational Standards (NOSs) for the job role so that the students acquire necessary knowledge and skills as per the performance criteria mentioned in the respective NOSs of the Qualification Pack (QP). The textbook has been reviewed by experts so as to make sure that the content is not only aligned with the NOSs, but is also of high quality. The NOSs for the job role of Domestic Data Entry Operator covered through this textbook are as follows:

1. SSC/N3022 – Undertaking data entry services
2. SSC/N9001 – Managing work to meet requirements
3. SSC/N9003 – Maintaining a healthy, safe and secure working environment

Unit 1 of the textbook explains the various career opportunities within the IT-ITeS sector. It then details the various IT enabled services. Maintaining the work area as well as the health and safety aspects within the IT service sector are also covered in the first unit. Unit 2 will help students to learn typing skills using a typing tutor. It also covers the ergonomics and sitting posture, to put the student on a firm footing in terms of health aspects associated with computer systems. Unit 3 deals with basic Word Processing skills so that students can learn to enter and edit the text to prepare the document. Unit 4 deals with basic spreadsheet skills to prepare a worksheet so that students can learn to create and manipulate the data in the spreadsheet. Unit 5 covers the basic presentation skills to prepare a slide presentation so that students can learn to create presentations.

DIPAK D. SHUDHALWAR
Associate Professor (CSE) and Head
Department of Engineering and Technology
PSSCIVE, NCERT, Bhopal

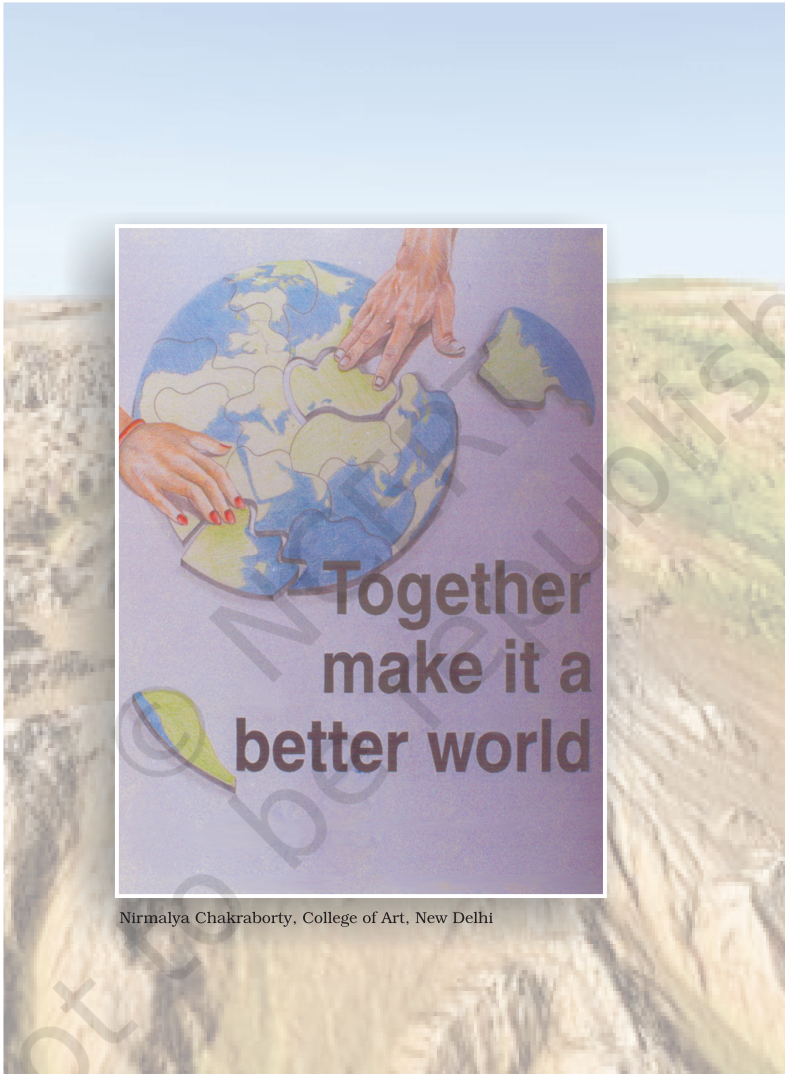
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Nirmalya Chakraborty, College of Art, New Delhi

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Do You Know

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

**EDUCATION IS NEITHER A
PRIVILEGE NOR FAVOUR BUT A
BASIC HUMAN RIGHT TO
WHICH ALL GIRLS AND WOMEN
ARE ENTITLED**

*Give Girls
Their Chance !*

